DOCUMENT RESUME

ED 436 988 HE 032 606

AUTHOR Randall, Monica E
TITLE Minority Achievement Report Summary, 1999. Maryland Community Colleges. University System of Maryland. Morgan State University, St. Mary's College of Maryland.
INSTITUTION Maryland State Higher Education Commission, Annapolis.
PUB DATE 1999-10-00
NOTE 76p.
AVAILABLE FROM Maryland Higher Education Commission, 16 Francis St., Annapolis, MD 21401 Tel: 800-735-2258 (Toll Free, TTY, Voice).
PUB TYPE Reports - Evaluative (142)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Black Students; Diversity (Faculty); Diversity (Student); Higher Education; *Minority Groups; *Public Colleges
IDENTIFIERS Morgan State College MD; Saint Marys College of Maryland; University of Maryland System

ABSTRACT

The 1999 Minority Achievement Reports were submitted by Maryland's public colleges and universities. Part 1 of this report analyzes the progress that public institutions have made in the following areas: undergraduate and graduate enrollment; graduation and transfer rates; and employment of minority faculty and senior administrators. Part 1 also cites those institutions that are falling short of the goals that they set for themselves in their 1998 Accountability Achievement Reports. Part 2 of this report is a summary of institutional activities associated with improving minority achievement. Each summary includes information on enrollment, student retention, graduation, and faculty and staff development for African Americans and other minorities. (Appendices contain 8 data tables and reporting guidelines.) (JM)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 436 988

MARYLAND HIGHER EDUCATION COMMISSION

1999 MINORITY ACHIEVEMENT REPORT SUMMARY

MARYLAND COMMUNITY COLLEGES

UNIVERSITY SYSTEM OF MARYLAND

MORGAN STATE UNIVERSITY

ST. MARY'S COLLEGE OF MARYLAND

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

OCTOBER 1999

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
M. R. ROSENTHAL
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

1999-RES-11

PRINCIPAL AUTHOR: Monica E. Randall
MARYLAND HIGHER EDUCATION COMMISSION
16 Francis Street, Annapolis, Maryland 21401

HE 032 609

MARYLAND HIGHER EDUCATION COMMISSION

Edward O. Clarke, Jr., Chairman

Stephen A. Burch.

Dorothy Dixon Chaney

Donna H. Cunninghame

Anne Osborn Emery

John L. Green

Terry L. ierman

Damian O'Doherty

John J. Oliver, Jr.

R. Kathleen Perini

Charles B. Saunders, Jr.

Richard P. Streett, Jr.

Patricia S. Florestano, Ph.D.
Secretary of Higher Education

This publication is available in alternate formats.
Please call (410) 974-2971 or (800) 735-2258 (TTY/Voice).

TABLE OF CONTENTS

History of Minority Achievement Reports 1

Part I: Statewide Analysis of Indicators and Benchmarks Related to Minority Achievement 1-4

Part II: Institutional Actions and Activities Associated With Minority Achievement

Community Colleges 5
University System of Maryland 37
Morgan State University 59
St. Mary's College of Maryland 61

Appendices

A. Tables

A-1 African American Undergraduate Enrollment at Maryland Public Colleges and Universities by Campus: Fall 1994 to Fall 1997 62

A-2 Minority Undergraduate Enrollment at Maryland Public Colleges and Universities by Campus: Fall 1994 to Fall 1997 63

A-3 African American Graduate and Professional Enrollment at Maryland Colleges and Universities by Campus: Fall 1994 to Fall 1997 64

A-4 Minority Graduate and Professional Enrollment at Maryland Colleges and Universities by Campus: Fall 1994 to Fall 1997 65

A-5 Six-Year Graduation Rates for Freshmen Cohorts at Maryland Public Four-Year Institutions: African Americans and All Minorities 66

A-6 Four-Year Graduation and Transfer Rates for Freshmen Cohorts at Maryland Community Colleges: African Americans and All Minorities 67

A-7 African American Full-Time Faculty at Maryland Public Colleges and Universities by Campus: Fall 1994 to Fall 1997 68

A-8 African American Full-Time Executive and Managerial Staff at Maryland Public Colleges and Universities by Campus: Fall 1994 to Fall 1997 69

B. Reporting Guidelines 71

HISTORY OF MINORITY ACHIEVEMENT REPORTS

As part of the State's performance accountability process prior to 1996, Maryland's public colleges and universities developed minority achievement plans and submitted annual progress reports to the Maryland Higher Education Commission. After the adoption of a new accountability process by the Commission in 1996, the governing boards of the public campuses were primarily responsible for monitoring minority achievement, although the Commission retained the option of seeking progress on this subject.

In approving the new process, the Commission requested that the Secretary of Higher Education work with the institutions to develop a formal reporting schedule for the submission of these status reports. Agreement was reached that the public campuses would supply the Commission with a report about their progress in the recruitment and retention of minority students, faculty and professional staff every three years.

The 1999 Minority Achievement Reports were submitted by the colleges in June 1, 1999. The report contains two parts. Part I analyzes the progress that public institutions have made toward their benchmarks in the following areas: undergraduate and graduate enrollment of African Americans and all minorities; the graduation and transfer rates of African Americans and all minorities; and the employment of African American faculty and senior administrators. Furthermore, Part I specifically cites those institutions that are falling significantly short of the goals they set for themselves in their 1998 Accountability Achievement Reports. Tables for this section are in Appendix A.

Part II is a summary of institutional activities associated with improving minority achievement. The summary is based on institutions' descriptions of the most significant programs, activities, and strategies they have adopted (or plan to adopt in the immediate future) to improve the recruitment, retention, and graduation of minority students, faculty, and professional staff. Each summary is organized on the basis of 1) enrollment, including programs aimed at recruiting minority students; 2) student retention and graduation, including efforts in the areas of academic advising, personal, counseling, remedial education, and extracurricular programming; and 3) faculty and staff, including recruitment and professional development. The reporting guidelines for this section are in Appendix B.

PART I: ANALYSIS OF INDICATORS AND BENCHMARKS RELATED TO MINORITY ACHIEVEMENT

Below is a statewide analysis of indicators and benchmarks found in the diversity area of the performance accountability reports that relate to minority achievement. This section of the analysis examines the progress that public institutions have made toward their benchmarks in

the following areas: undergraduate and graduate enrollment of African Americans and all minorities, success rates of African Americans and all minorities, and the employment of African American faculty and senior administrators. This section also specifically cites those institutions that are falling significantly short of the goals they set for themselves in their *1998 Accountability Achievement Reports*. Tables are in Appendix A.

Undergraduate Enrollment

Maryland's public colleges and universities have made some progress in expanding the enrollment of minority undergraduate students. Between 1994 and 1997, African American undergraduate enrollment at Maryland public colleges and universities increased by 5 percent - from 47,031 in Fall 1994 to 49,490 in Fall 1997 (Table 1). Most of this growth can be attributed to an 8 percent increase in the number of African Americans enrolled at the public four-year colleges and universities. Institutions with the largest increase in the enrollment of African American undergraduate students include University of Maryland, Baltimore (52 percent), Salisbury (23 percent), UMCP (21 percent), and Frostburg (18 percent). Two institutions, the University of Baltimore and St. Mary's College of Maryland, experienced a decline in the enrollment of African American undergraduates.

At Maryland's community colleges, there has been a smaller (3 percent) increase in the number of African American students enrolled. As a share of total enrollment, African Americans account for 25 percent of community college enrollment in fall 1997 compared to 23 percent in fall 1994. The community colleges with the largest increase in the enrollment of African Americans were Carroll (28 percent), Wor-Wic (18 percent), and Anne Arundel (13 percent). Several colleges experienced a decline in the enrollment of African Americans, notably Harford (11 percent) and Baltimore City (10 percent).

The same pattern emerged among the enrollment of all minority undergraduate students. [1] Overall, the public four-year institutions experienced a 7 percent increase in the enrollment of minority undergraduates. In 1997, minorities comprised 38 percent of all undergraduates enrolled (Table 2). At the community colleges, enrollment of minority students increased by 3 percent since 1994. One-third of all students enrolled at Maryland's community colleges were minority.

Despite the overall increase in the enrollment of African American undergraduates, one four-year public institution (Salisbury) and two community colleges (Cecil and Charles) have made little or no progress towards achieving their benchmark on the percentage of African American total headcount enrollment. Furthermore, Hagerstown Community College made little progress towards expanding the proportion of minority students enrolled on its campus.

[1] Minorities include African Americans, Asians, Native Americans and Hispanics.

Graduate Enrollment

The most dramatic increase in the enrollment of African Americans and minorities occurred at the graduate and professional level (Table 3). The number of African Americans enrolled increased 19 percent between Fall 1994 and Fall 1997. As a share of enrollment, African Americans comprised 19 percent of total graduate and professional enrollment in Fall 1997 compared to 16 percent in Fall 1994. Furthermore, the total number of all minorities enrolled in graduate and professional programs increased 16 percent during the same period (Table 4). In 1997, minorities comprised 27 percent of all graduate and professional students enrolled.

Three of Maryland's historically black institutions had the largest increase in the enrollment of African American graduate students - University of Maryland Eastern Shore (65 percent), Bowie (43 percent) and Morgan (25 percent). The enrollment of African Americans, however, declined at Frostburg (30 percent), Salisbury (7 percent) and University of Maryland, College Park (5 percent).

UMES, UMCP, and University of Maryland Baltimore County have made marginal progress towards their goal to increase the number of African American graduate students. However, UMBC and UMES have fallen short of their goal to increase the proportion of all minority students enrolled in their graduate programs.

Six Year Graduation Rates (Public Four-Year Colleges and Universities)

Generally, graduation rates for African Americans and all minority students have increased since 1994 (Table 5). The six-year graduation rate of African American students who matriculated in 1991 is 40 percent - the highest figure since the Commission began tracking these statistics. The six-year graduation rate of full-time African American and minority students continues to lag behind that of all students, despite overall progress in this indicator. Institutions that had the greatest six-year graduation rates among African Americans in the 1991 cohort were St. Mary's (73 percent) and UMBC (60 percent). Salisbury had the largest gap between the graduation rates of African Americans and all students of any public four-year institution in Maryland.

Coppin, Salisbury, Towson, UMCP, and UMES lag behind their benchmark for the six-year graduation rate of African American students. Coppin, Towson, UMBC, and UMES also are behind in achieving their goal for six-year graduation rate of all minority students.

Four-Year Success Rates (Community Colleges)

The success rate (retention, graduation and transfer) of African American students continues to lag behind those of all students (Table 6). In recent years, this gap has narrowed slightly.

At a majority of the community colleges, there is a significant gap between their benchmark and the four-year success rate of African American students or all minority students. Colleges

that trail in their goal on the four-year success rate of African American students include Anne Arundel, BCCC, Cecil, Charles, Chesapeake, Frederick, Harford, Howard, and Prince George's. Colleges that lag behind their benchmark on the success rate of all minorities include BCCC, Community Colleges of Baltimore County (two of their three campuses in the 1998 performance accountability report), Charles, Frederick, Harford, and Prince George's.

Faculty and Senior Administrators

Institutions have shown some progress in employing additional African American faculty, notably at the public four-year campuses. The number of African American full-time tenured or tenure track faculty at public four-year institutions increased 10 percent between 1994 and 1997 (Table 7). African Americans now represent 12 percent of full-time tenured and tenure track faculty at Maryland public four-year institutions. At the community colleges, the number of African American full-time faculty increased 7 percent during the same period. African Americans now comprise 10 percent of the full-time faculty at the community colleges.

Despite an increase in the employment of African Americans in full-time tenure or tenured track positions, UMES and St. Mary's have a significant gap between their benchmarks and their most recent data for this indicator.

Maryland's public colleges and universities have not made progress in employing African Americans in executive and managerial positions. Overall, the total number of African American executives and senior administrators declined 5 percent between 1994 and 1997 (Table 8). At the public four-year campuses, the number of African Americans employed in senior administrative positions decreased 5 percent. Both University of Baltimore and St. Mary's College have significant gaps between their benchmark and their performance.

The community colleges have experienced a similar decline in the employment of African Americans in senior executive positions. Since 1994, there has been a 6 percent drop in the employment of African American senior administrators. Nine community colleges have remained considerably short of their benchmark on this indicator: Allegany, Carroll, Cecil, Chesapeake, Frederick, Garrett, Hagerstown, Howard, and Wor-Wic. In their 1998 performance accountability reports, many campuses provided an explanation for their lack of progress in this area. For example, many colleges cited factors that have hampered their efforts to attract African American and other minority candidates. These include a limited number of qualified minority applicants in their geographical area, lack of competitive salaries, the decision by applicants to decline positions when offered, and the small number of vacancies due to low turnover or budget reductions at their institutions. Nearly all of the institutions contend that they will remain committed to achieving their benchmark and will continue their efforts to include minorities in the interview pool for positions.

INSTITUTIONAL ACTIVITIES ASSOCIATED WITH IMPROVING MINORITY ACHIEVEMENT

MARYLAND COMMUNITY COLLEGES

ALLEGANY COMMUNITY COLLEGE

Student Recruitment and Enrollment

To increase minority enrollment and participation in college life. Allegany holds recruitment activities aimed at low-income and predominantly minority neighborhoods in the Cumberland Area. The purpose of these activities is to inform residents about programs at the college and provide information about financial aid opportunities, federal grants and non-credit continuing education curricula. The college also offers coursework leading to a Business Training Certificate at the Federal Correctional Institution located in Cumberland. A majority of the inmates enrolled in the program are African American.

Allegany is also studying the feasibility of opening an off-campus center in downtown Cumberland to house its hospitality management and culinary arts programs as well as provide a site for evening courses. The college believes that a downtown location would provide better accessibility to neighborhoods in the vicinity with relatively high percentages of minority residents.

Student Retention and Graduation

Allegany has established formal mechanisms to track the progress of its minority students. These mechanisms include the development of new systems for tracking the progress of students during their first year and a system for tracking student retention and success in developmental coursework. Recently, the college introduced a number of changes in placement testing, developmental coursework material, developmental advising, and developmental instructional support services (including the use of classroom assistants). Although a few more years must pass before Allegany can assess the impact of these efforts, the college believes that these efforts will improve the placement and retention of minority students.

Faculty and Staff

Although Allegany has established benchmarks for employing African American faculty and administrators, the college currently employs no minorities in these positions. Allegany cites two reasons for not achieving its goal. First, the college has a low rate of full-time faculty and staff turnover. Most faculty and administrative vacancies occur as a result of retirement and opportunities to fill full-time positions are infrequent. Second, the pool of qualified minority applicants in the Allegany region is small and the college contends that it is in a weak competitive position to attract minority candidates.

Despite these difficulties, Allegany has implemented the following practices in the college's employee search process: 1) all vacant faculty and administrative positions are advertised in the Affirmative Action Register, the Afro-American Publication and the Chronicle of Higher Education; 2) faculty and administrative notices are sent to African American colleges and universities and; 3) the college follows procedures designed to ensure non-discrimination in the selection of new employees.

ANNE ARUNDEL COMMUNITY COLLEGE

Student Recruitment and Enrollment

Anne Arundel Community College has initiated a number of new programs to increase the recruitment of multi-ethnic students. Examples of the college's recruitment efforts include: hosting college admissions presentations for area high school students particularly at the Center for Applied Technology and for students in the Maryland's Tomorrow program; visiting the Boys and Girls Club of Annapolis; and hosting campus visits for middle and elementary school students and for County Police Boys and Girls Clubs. The college has also been an active participant in career fairs. Furthermore, Anne Arundel's Black Student Union and the International Student Association provide opportunities for students to identify with fellow students and ease the transition to college life.

Beginning in Fall 1999, the college will implement a mandatory orientation program for all new full-time students to help students adjust to college as well as provide parents and others with information on financial aid, registration, the Hope Scholarship, and support services.

Student Retention and Graduation

Anne Arundel is implementing a number of programs to address the gap between the graduation/transfer rate of all students and African Americans. For example, Academic Advising has implemented the *Minority Student Intervention Project* which is designed to improve the graduation/transfer rate of African American students by maintaining a database of Fall 1997 first-time full-time degree seeking African American students. Academic Advising periodically contacts these students to identify problems and address issues of concern. Academic Advising has also designed the *Minority Student Early Warning Program* to help advisors anticipate obstacles in student success and act in a timely manner. In this program, interested students sign a release authorizing their instructor(s) to inform the student's advisor about their academic performance and attendance. The college has also developed the *Multi-Cultural Mentoring Program* which is designed to promote persistence toward the completion of educational goals. Program organizers recruit faculty and staff to serve as mentors and as energized resources to facilitate student success.

In the Fall 1998, Anne Arundel began offering a Student Success Course; a one credit course that covered study skills, note taking, strengthening memory and concentration, diversity and time management. This course strives to promote academic and social integration of minority students into the college community. Approximately one-fifth of the students who enrolled in this course in Fall 1998 were minority students.

Faculty and Staff

To increase the number of minority faculty and professional staff, Anne Arundel targets its recruitment efforts to national publications such as the *Hispanic Outlook in Higher Education* and *Black Issues in Higher Education*. In addition to the college's recruitment activities, the campus community actively provides opportunities for faculty and staff to participate in activities designed to enhance knowledge and appreciation of different cultures.

This year, the college created a Task Force on Infusing Diversity into the Curriculum. The Task Force developed a web site entitled *UNITY- Using the Net In Teaching Diversity* which includes information on teaching diversity, mentoring, and African American and diversity programming web sites. The college's Diversity Team began the groundwork for establishing a campus-wide diversity plan by establishing a definition of diversity, proposing to the college's Planning and Budget Council that diversity become a strategic plan priority area and conducting a program survey to gather information about diversity programs, initiatives and activities. In addition, the college has sponsored many cultural events designed to heighten diversity awareness.

BALTIMORE CITY COMMUNITY COLLEGE

Student Recruitment and Enrollment

The college has several initiatives underway to maintain its proportion of minority students. In addition to the college's *Marketing, Recruitment, and Retention of Students Committee*, BCCC appointed the *Task Force on Recruitment and Retention of African American Males*. The purpose of this committee is to establish recruitment activities that address the academic, social, career and financial needs of African American men. Furthermore, the committee works to strengthen community support of African American men and to develop activities to sensitize faculty, staff, and students to issues directly related to African American men.

BCCC implemented special summer initiatives to prepare students who need to develop their skills in English, mathematics, and reading. This Summer Academic Institute provides students an academic experience which includes course work in English or reading, computer literacy, and an orientation to college. The college has also developed a similar program called the Health Careers Opportunity Program that assists minority students with a focus on allied health careers.

Student Retention and Graduation

BCCC continues to enhance its programs by initiating new and innovative ideas. The Quality Circle on Retention, Phase2 (QCR2) identifies barriers to student retention and stimulate, coordinate, and monitor efforts to address and improve student persistence. QCR2 is focusing on reengineering the developmental education process with the goal of increasing student retention. Furthermore, QCR2 implemented learning communities at the college.

The college has implemented two articulation agreements with Morgan State University and the University of Maryland Eastern Shore. The agreements, which relate to efforts to improve minority student retention and success, focus on Engineering and Hospitality Management programs.

Research suggests that child care issues have a substantial impact on attendance. With this in mind, in September 1997, BCCC established Baltimore's only 'drop-in' Child Care Center. This 'Kiddie Kollege' serves primarily two to twelve year old children of currently enrolled BCCC students. In order to maximize resources and contribute to the college's student retention goals, the Center is also a laboratory for students in the college's Early Childhood Education and other programs.

To improve retention and graduation rates among African American men, BCCC will pilot a

special section of its Preparation for Academic Achievement course in Fall 1999. These special sections will cover additional topics and activities designed to address the needs, background and goals of BCCC's African American male population.

Faculty and Staff

All searches for full-time staff are monitored through the interviewing and selection process to ensure fairness and equal opportunity for all candidates regardless of ethnicity, gender, disability or sexual orientation. Furthermore, BCCC implemented several initiatives to provide employees with a variety of staff development opportunities in a variety of areas. Faculty development opportunities for full-time and adjunct faculty are held throughout the academic year. These activities include Faculty Development Day for full-time faculty and professional development activities for adjunct faculty. BCCC encourages and supports faculty and staff in professional development organizations such as the National Council of Black American Affairs Northeast Region, the Congress of Black Faculty and the Mayor's Commission on the African American male.

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

Student Recruitment and Enrollment

CCBC has implemented a number of activities to enhance minority enrollment by providing early intervention for students who may be at risk during their secondary school years. At the Essex Campus, the Office of Minority Affairs works with the NAACP to provide mentors to work with Baltimore County school participants of the *NASA Science and Math Program*. Furthermore, the Black Student Union has a mentoring program with Perry Hall Middle School and Perry Hall High School. The members meet with the students on a weekly basis and assist them with academic assignments and other activities. The Dundalk Campus offers workshops for middle and high school students which focus on diversity, human relations skills, and stress the value of an education.

Catonsville's Project SPARK and Essex's Project START utilize a federally funded student services support program for first generation, low income, and disabled college students many of whom are minorities. These programs provide academic support, advising, tutoring, and academic skill workshops to qualified students. Furthermore, the Catonsville Campus has organized a telemarking team to make follow-up calls to students who are interested in enrolling.

Financial aid is an important element in recruitment and enrollment of minority students. Catonsville offers financial aid workshops for Upward Bound and Talent Search programs as well as financial aid workshops at public schools, college fairs, and other venues. Both Dundalk and Essex offers financial aid and scholarships to minority high school students.

Student Retention and Graduation

All three campuses offer a number of activities designed to enhance the retention and graduation of minority students. At Catonsville, activities include: special orientation activities and orientation for students in developmental courses; peer counseling; student government; leadership workshops; and student sponsored multi-cultural events. As part of its emphasis on retention, the Dundalk campus pairs first-time, full-time African American students with a volunteer mentor from the faculty, staff or administration to assist them in setting and accomplishing academic goals. The Essex Campus has established a Counselor-in-Residence to assist minority students with academic advisement and related issues. In addition, the mentoring program has aided in the retention and achievement of minority students and special orientation services acquaint minority students with campus and college resources. Also, in an effort to enhance the retention of African American students, the Minority Affairs Office at Essex will launch a series of intensive workshops beginning in Fall 1999, to help students gain confidence in their ability to learn and succeed in college.

CCBC has negotiated articulation agreements with the University of Baltimore and the University of Maryland Baltimore County. Additional programs will be established with Morgan State University, Coppin State College and Johns Hopkins Evening school. These programs will make transfer to four-year institutions easier for CCBC students.

Faculty and Staff

The college has developed a number of recruitment strategies designed to increase the number of minority faculty. Each campus has a committee which oversees diversity planning and implementation of diversity action planning initiatives. Furthermore, each campus has worked to increase the sensitivity and awareness of faculty and staff to minority issues and designed programs to address campus climate and other minority retention factors.

Among the most successful efforts are the recruitment and networking drives conducted by individual academic units when vacancies occur. After providing recruitment training and assistance to the various academic units, the college intends to hold supervisors accountable for making reasonable efforts to increase the diversity of faculty and staff.

CARROLL COMMUNITY COLLEGE

Student Recruitment and Enrollment

To increase the pool of potential students and employees, Carroll plans to employ the following strategies: 1) focus on the minority population within the county in order to achieve a larger market share of these populations within the student body; and 2) attempt to attract ethnically diverse students and employees from outside of the county.

In an effort to attract the county's minority high school students, the Coordinator of Admissions developed a set of presentations designed for minority students about the merits of a community college education. Beginning with Francis Scott Key High School and expanding to each of the other county high schools, minority and ethnically diverse students were invited to presentations held at their schools. The presentations highlighted the benefits of beginning an education at Carroll as well as the financial aid application process and other support services available to students.

Outreach programs were held at several of the local Baptist Churches during the 1997-1998 academic year. During these sessions, the college provide information on financial aid and the college to traditional and nontraditional aged adults.

Student Retention and Graduation

During the 1998-1999 academic year, an Intercultural Society was created and recognized by the Student Government Organization. This club promotes intercultural awareness on campus and serves as a support group for all students interested in diversity issues. In September 1999, the club will sponsor its first college-wide event as they bring a blues singer to campus for an afternoon performance in the Student Center. Furthermore, February 2000 has been designated African American history month and the club is planning extensive activities for the college community.

Caroll hopes that by creating an atmosphere that welcomes and supports diversity, minority students will feel welcome. This will hopefully lead to the increased retention and eventual graduation or successful transfer of minority students to four-year institutions. Additionally, this may lead to a more attractive environment for the potential hiring of faculty and administrators of diverse backgrounds.

Faculty and Staff

The college's initiatives to attract minority faculty and staff have focused on recruitment procedures. Several new initiatives are underway to expand recruitment efforts. To increase the number of qualified applicants, national searches will be conducted for all

faculty and supervisory-level administrative positions. This will include advertisement in appropriate national publications such as the *Chronicle for Higher Education* and *Black Issues in Higher Education.* Furthermore, electronic postings on applicable national and regional list-serves will be used.

An examination of the college's hiring procedures indicated that the number of qualified minority applicants may have been limited in the past by a tendency to use internal postings. Although internal vacancy announcements have eliminated the need for costly external postings, the college administration will now encourage position vacancies to be posted both internally and externally. The hope is that this practice will expand the pool of applicants.

CECIL COMMUNITY COLLEGE

Student Recruitment and Enrollment

A major component of Cecil's program is involvement in the community and the community's involvement with the college. Convened in 1995, the *Minority Student Services Advisory Board* is a group of concerned citizens and community college leaders who address how the college can communicate better to the minority community the programs and services that are available through the college. The advisory board also addresses ways in which the college can serve more effectively minority students who are enrolled at the college through programs and services designed to meet their unique needs.

To promote higher education in a unique way, the college initiated several targeted recruitment strategies. For example, the Athletic Department sponsored a Basketball Recruitment Program. More than fifty African American men visited the campus seeking academic and athletic opportunities. Athletic recruitment and scholarships have also made a positive impact on college enrollment.

During the spring, the college hosted high school students from five high schools at the *Big Brother/Big Sister Campus Visitation Program.* In the summer, the college sponsors a free *"Unity In The Community Picnic,"* attended last year by over 225 people. Gospel choirs, steppers, karate demonstrations and food are special attractions. To heighten the awareness of educational opportunities for African American high school students, the college, along with the support of the Tech Prep Program, sponsors a trip to Washington, D.C. for the *National Association For Equal Opportunity: High School Day.* Cecil Community College representatives serve on the Cecil County Public School's Equity Committee and the "Growing Our Own" Committee to promote academic achievement and higher education for county minority students.

Student Retention and Graduation

Cecil Community College continues to assess and evaluate the needs of the minority population. As such, future special functions and activities will include: 1) the adoption of the theme "Each One Reach One . . . Each One Teach One," which will embrace minority peer recruitment and retention initiatives; 2) the development of an attractive minority student brochure to publicize Cecil's strengths; 3) the development of minority students' organizational and interpersonal skills--students will be encouraged to participate in local, regional and national leadership and educational conferences; 4) the exploration of a Minority Faculty Exchange Program and internships with historically black colleges.

To help with academic advising, retention, and extracurricular programs, the college created a Minority Advisor Position in 1997. Also, the men's basketball team participates

annually in an orientation program entitled *A. I. M. - Athletes With Intellectual Maturity*. The program provides successful motivational and counseling services to the players. In 1999, four players graduated from the college and were awarded full scholarships to Division I Schools.

To recognize the diversity, the college commemorates National-Hispanic, Native American, and Asian Heritage months. Important to the African American community are the celebrations of Kwanzaa, Martin Luther King's Birthday, and Black History Month. Overall, Cecil's student affairs division is dedicated to having all students and staff gain a greater understanding of multiculturalism.

Faculty and Staff

The college continued its efforts through the work of the Minority Employee Recruitment Committee (MERC) to form strategies and recommendations to increase minority employment among faculty and staff, and to broaden the college's commitment to cultural diversity. The MERC, an ad hoc committee formed by the Dean of Instruction and Chief Academic Officer, successfully completed its task in February, 1999. They completed the following: 1) revised the policy and procedure for Equal Opportunity and Affirmative Action in Employment, including delineation of duties for the Human Resources Director as Affirmative Action Officer; 2) extended the search network to reach increased numbers of potential minority applicants; 3) improved the EEO/AA statement on all employment advertising; 4) developed and implemented a process for the training– through the Human Resources department–of all search committees in their responsibilities to comply with equal opportunity laws, and to support the college's commitment to affirmative action; 5) held regular committee meetings to identify and discuss problems, and define solutions; 6) and provided workshops and training for committee members related to ethnic and cultural diversity.

Student Retention and Graduation

Most of Charles' activities center around improving the campus climate by increasing awareness and acceptance of multicultural pluralism. The college appointed a committee of faculty members to address the issue of diversity in the curriculum. This committee also developed the Summer Institute, a two-day forum for faculty and staff to participate in an open discussion on multicultural education.

Other diversity efforts to enhance student retention and graduation involves the extension of the orientation process, staff and faculty participation in first week, enhancing the community partnership programs and curriculum changes to address multicultural contributions. The Learning Resource Center has implemented a Tutoring and discussion group for 'at risk' students and a pilot program in student mentoring.

In an effort to serve students more effectively, the college restructured its Division of Student and Instructional Support Services. In March 1999, a Learning Technology team was established. This team will coordinate and integrate the development of student and faculty support services. Furthermore, the Division will establish an Enrollment Management Team which will focus on new student recruitment, student support services, advising and orientation. Working with other departments, the team will address student attrition, retention and goal completion.

Faculty and Staff

The college's goals for hiring more minority faculty and staff are based on an Affirmative Action Plan. The college recruits faculty from a national recruiting area and uses national availability data. This data is analyzed quarterly to ensure that the outcomes of recruiting efforts fairly represent the labor market.

Despite the low minority population within Southern Maryland, the college has been successful in recruiting and retaining a significant number of minority faculty and upper level administrators.

Overall, the college has aggressively fostered an atmosphere where students, faculty, staff, and community members are valued and where there is an increasing opportunity to promote awareness and acceptance of ethnic diversity.

CHESAPEAKE COLLEGE

Student Recruitment and Enrollment

The college's Office of Multicultural Affairs has engaged in a number of innovative and effective recruitment strategies that focus on outreach to high school students, providing scholarship and financial aid opportunities and development of special programs. Some of the specific activities include: conducting college and financial aid workshops in area churches and community centers; receiving grants to enable minority high school students to enroll in college level courses; publicizing cultural events and programs; and conducting a tour of Easton nursing facilities with Dorchester high school students.

Student Retention and Graduation

The college has made a substantial commitment to increase African American and minority retention, graduation and transfer rates by providing facilities and support services on the main campus and on urban satellite centers. The college developed a retention tracking system whereby faculty submit 'early alerts' about student progress to the Student Services Office and referrals are made for students needing academic assistance to the Writing and Learning Assistance Centers or for tutorial and peer counseling.

Other activities designed to enhance retention and graduation include activities during Black History Month and a 'Roundtable Discussion on Race' with students, staff, and faculty. The college also offers a college survival skills course for new students which introduces students to campus services and teaches students skills needed to become successful college students.

Faculty and Staff

In 1998, the college decided to review its recruitment strategies and as a result has adopted a more aggressive recruitment process. This includes: expanding activities beyond local publications and the *Chronicle of Higher Education* to include such publications as *Black Issues in Higher Education* and the Sunday *New York Times* education section; directing announcements to appropriate executives and managers at all two-year institutions within an eight hour drive; mailing announcements to all sixty Historically Black Institutions; and forming search committees that include personnel from different ethnic backgrounds. The college is also exploring the establishment of faculty exchanges with the University of Maryland Eastern Shore, Bowie State University and Coppin State College.

Furthermore, faculty and staff are encouraged to participate in professional development opportunities which include tuition remission for faculty, staff, and their immediate families.

tuition reimbursement for up to six credit hours per year for the completion of bachelor or graduate degrees at other institutions, sabbatical leave for eligible faculty, and job sharing where faculty or staff work half-time while pursuing education or other ventures.

FREDERICK COMMUNITY COLLEGE

Student Recruitment and Enrollment

Frederick Community College sponsors a wide variety of recruitment activities which encourage participation by minorities in higher education including participation in college fairs, professional/human resource fairs and multiple visits to each county high school. Among the activities are the following: Frederick County College Night; visits to each county high school along with specific efforts to target high schools with a large minority population; middle school intervention program; Maryland's Tomorrow Program for 'at-risk' middle school students; and an outreach program to GED/Evening high school students and Ft. Detrick personnel.

A wide variety of projects targeted at increasing minority enrollment are planned for the future. They include: co-hosting an open house/information night for African American students with the local chapter of the NAACP; co-hosting an open house/information night for Latino students with the Hispanic Concerns Committee of Frederick County; conducting campus visits for civic and services clubs and organizations including the NAACP and the Hispanic Concerns Committee; and publishing articles about the college and its services in the *Housing Chronicle*, a newsletter for the public housing areas in Frederick.

Furthermore, the college plans to begin a Middle to High School Transition Program to work with eighth graders in preparing them for transition to high school. Emphasis will be placed on academic assistance, personal development, and career planning. College staff will continue to work with students throughout their high school years and assist them in transition from high school to further education and training. The college plans to pilot this program using a middle school with a significant minority population.

Student Retention and Graduation

The Office of Multicultural Student Support Services (MSSS) is responsible for the coordination of retention and graduation activities targeted at minority students. This office serves as a liaison to the college community by assisting guidance counselors and other school personnel with helping minority students in the college transition process; serving as a resource for students and parents; arranging campus visits for prospective students and developing a handbook for students and parents which focuses on preparing for college. MSSS has sponsored several activities which enhance the retention and graduation of minority students. The college's Mentoring Program provides consistent support to minority students and fosters an environment conducive to educational achievement. The mentors in this program also act as role models. The college has sponsored cultural events such as Black History Month. Other activities include collaboration with Admissions

recruitment and career development projects.

Faculty and Staff

In 1997, FCC created a Faculty Task Force to address issues associated with minority faculty hires. Over the last two years, this task force engaged in a variety of activities including: recommending strategies related to hiring and increasing potential minority faculty; and recommending the establishment of the Community Advisory Committee for Diversity (CACD). Some of the strategies identified to diversify faculty and staff include: hiring a diversity manager; visiting community groups and organizations with the potential for FCC hires; raising all categories of salaries so that compensation is competitive; and broadening recruitment efforts for faculty and staff.

GARRETT COMMUNITY COLLEGE

Student Recruitment and Enrollment

Recruitment of African American students to Garrett is primarily associated with intercollegiate athletics. Athletic coaches emphasize the importance of good study habits, effort and motivation in the academic and athletic arena. Furthermore, Garrett must rely on recruiting minority students from throughout the State because the two Garrett County high schools usually have no African American graduates.

Student Retention and Graduation

Because the majority of African American students are athletes, coaches can directly influence their academic effort as they mandate study sessions, set up tutoring and mentoring programs, and monitor class attendance and participation with college faculty. Underprepared students have a variety of resources available to them including remedial and developmental courses in reading and math; writing centers with personnel able to assist students; tutors and computer labs.

In Fall 1999, Garrett will begin a Career Development Program which will assist students in establishing career goals and understanding the connection between their academic experiences and preparation for the world of work. While all students will be involved in this program, it is expected to significantly benefit academically 'at risk' students who lack clear goals about their future careers. Mentors, special advisors, cooperative learning experiences, work-based activities and site-based learning will be integrated into the curriculum.

Faculty and Staff

GCC has been less fortunate in recruiting African American faculty and staff. It has been difficult for the college to attract credentialed and experienced professionals to relocate to this area. Recognizing the importance of cultural diversity and professional role models for all of its students, Garrett continues to search for and recruit African American and minority faculty and staff.

HAGERSTOWN COMMUNITY COLLEGE

Student Recruitment and Enrollment

The college works with the local school system's College Intervention Coordinator to plan programs for middle school students who are considered to be 'at-risk'. Approximately 150 students, some of whom are minority, observed college classes, toured the campus, and interacted with admissions and financial aid staff. There is a similar activity for inner city schools in Baltimore. Many of these students are African American. A number of students from this program have enrolled in HCC over the years.

Student Retention and Graduation

Hagerstown offers a number of programs and activities to increase sensitivity and create an equitable learning environment. As a four-year initiative beginning with academic year 1994-95, a team from the college designed a training program to create an equitable teaching and learning environment. Gender and minority issues received specific attention and attention focused on dimensions of diversity, classroom analysis, and instructional strategies aimed directly at creating an equitable and fair teaching-learning environment.

Training, teleconferences, workshops, and resources on minority students and discrimination are available to staff. Periodic presentations are made at college convocations to raise the awareness to better serve the increased diversity of students.

There is also the IMAGE program (I Manage A Great Experience) aimed at developing a sense of academic, athletic and personal responsibility among students athletes many of whom are minorities. Furthermore, the Director of Athletics and the Director of Counseling implemented a tracking system for attendance and progress, supervised study halls and involve community volunteers.

Faculty and Staff

Hagerstown continues to actively seek minorities as vacancies occur. For faculty and staff positions, the college advertises in national minority publications and metropolitan newspapers. The college will continue to advertise nationally, as well as work with the local NAACP and other organizations.

HARFORD COMMUNITY COLLEGE

Student Recruitment and Enrollment

Harford has developed a number of strategies to enhance the recruitment and enrollment of minority students. Recruitment and outreach specialists visit all of the county high schools. Academic advisors at the college make telephone calls and send letters to minority students who have been admitted to HCC but who are not yet registered for classes. These telephone calls and letters are designed to encourage these students to enroll while also identifying if the students need any additional assistance. Furthermore, the college's financial aid staff conduct workshops throughout Harford county about the financial aid process.

Harford plans to enhance its recruitment and enrollment efforts. The college plans to target high schools with significant minority student populations. An HCC recruitment and outreach specialist will make a presentation and distribute HCC recruitment materials during these visitations. Furthermore, currently enrolled minority students will assist with new student recruiting. A team of 10 students will make high school visitations with the recruitment and outreach specialists during the 1999-2000 academic year.

Student Retention and Graduation

To improve the retention rate of minority students, Harford has adopted a number of initiatives. Through the Vice President for Academic and Student Affairs, the college continues to enhance the concept of the multicultural classroom. This classroom deals with multicultural curriculum infusion, learning and teaching styles as well as sensitivity to and recognition of cultural differences. The college also implemented focus groups as a means of gathering more meaningful feedback from minority students. Through the focus groups, the students provided information on all aspects of their perceptions of the college. The report was distributed to college offices and academic areas including enrollment services, financial aid, advising, developmental education and student life for consideration and implementation of improvements.

To improve the graduation and transfer rate of minority students, the college participates in Project INROADS, a minority student corporate-based internship program that encourages students to complete associate and bachelor degrees. Students are involved in internships and if successfully completed, the program assists students in securing employment with the company.

Harford plans to implement a pilot mentoring program that will pair presently enrolled minority students with first-time entering minority students. The purpose of this program is to help students adjust academically and socially during their first semester. Furthermore, academic advisors at Harford will work with minority students who have not declared a

major. Students will be contacted by letters and telephone calls and encouraged to pursue career development services or appropriate course enrollment as needed to assist the students in clarifying their educational goals.

Faculty and Staff

Harford uses specialized advertisements with newspapers that have a large circulation among African American and Hispanics. These newspapers include the Baltimore and Washington editions of the *Afro-American, Black Issues in Higher Education* and the *Hispanic Outlook*. Vacant positions at HCC are also advertised through associations of minority professionals specific to the vacancy. Vacancy announcements are frequently included in the associations' newsletter or other publications. The Internet is another recruitment tool used to target minority professionals. The college utilizes several minority web sites to post job vacancy announcements.

The college supports professional development of all employees in a number of ways. In addition to providing a tuition waiver for all courses taken at the college, the college has provided a yearly allowance for professional development purposes. Each year, employees develop a plan for growth and development that is approved through the immediate supervisor. The college also planned a series of diversity workshops and presented the workshops to all student services staff including counselors, advisors, financial aid staff, and recruitment specialists. Follow-up sessions are planned throughout the 1999-2000 year and will focus on how to work most effectively with minority student populations.

HOWARD COMMUNITY COLLEGE

Student Enrollment, Retention and Graduation

Howard Community College has implemented several strategies to increase the enrollment, retention and graduation of African American and minority students. In FY 1997, the college developed a campus-wide Retention Team which developed a retention model that listed critical areas for review and intervention to affect minority student persistence and success rates. Each of these critical areas was referenced to one or more strategic activities being implemented or developed by staff at the college. The Team also implemented a study of students who failed or withdrew from developmental math courses and included a similar study for students in the college's developmental reading courses.

During FY 1998, the Retention Team worked on many activities including the establishing an Afrocentric focused, developmental English course that is especially appropriate for African American men. A new Career Connections intervention was implemented that provided early career counseling and goal clarification intervention and assistance to the entering high school freshmen participating in the Freshman Focus program. Furthermore, an African American student learning community using the Black Student Leadership Organization as a core group was established to provide peer support, mentoring and student leadership development activities.

During FY 1999, the Retention Team worked with the Office of Admissions and Advising to develop a retention effort aimed at first-time, full-time African American students enrolled in developmental courses. Sixty-one students were assigned specific advisors and these students received more intensive outreach and advisement assistance and were actively followed by advisors via telephone or targeted mailings.

Also, a subcommittee of the Retention Team formed to plan and develop a new learning community. Though this learning community will not be restricted to minority students, it will target this population and will enroll a significant percentage of African American students. The purpose of this program (called the Silas Craft Collegians), will be to increase the retention, academic performance, and graduation rates of participating students. The program is aimed at students aged 18-20 whose past academic performance may not reflect their true potential. The program applies the 'learning community' concept; a selective group of students' progress through the program as a cohort, receiving personalized attention, mentoring, and peer reinforcement.

Finally, by the end of the 1999 academic year, with the full implementation of the phase two features of Colleague, the student information system, the college will be able to design a more effective tracking system. This system will allow for even greater effort in determining success factors for African American students that will lead to further

enhancement of current retention activities and develop new programs of intervention strategies for minority students as a whole.

Faculty and Staff

Howard Community College continues to make efforts to recruit and hire excellent and diverse faculty and staff. These efforts include: broad and targeted dissemination of job announcements; continuous training of search committees; an active Diversity Committee; and a requirement that a past or present Diversity Committee member sit on every search committee.

MONTGOMERY COLLEGE

Student Recruitment and Enrollment

Montgomery College actively seeks to increase its share of students from minority backgrounds with a number of current and proposed initiatives. For example, in Fall 1999, the college will implement the Montgomery Scholars Program which will target qualified minority students identified through the AP Minority search and the SAT African American and Latino Search services. The college has also implemented Future Focus, a specialized, after school program with the Montgomery County Public Schools that is designed to provide undecided high school 11th graders with the opportunity to discover the academic demands of college.

Another recruitment tool for Montgomery is ACT-SO (African American Academic, Cultural, Technological, and Scientific Olympics). Sponsored by the NAACP, students display their talents in the fine and performing arts, computer science, pure science, mathematics, and humanities.

The Rockville and Takoma Park campuses are participating in the NIH sponsored Biomedical Minority Access Program (BIO-MAP). This is a cooperative effort between area community colleges (Montgomery, Howard, and Prince George's) and the University of Maryland College Park and University of Maryland Baltimore County. The focus of the program is to increase the number of underrepresented minorities in the Bio-medical field.

Student Retention and Graduation

Project Success is a mentoring program designed to connect concerned faculty, administrators, and staff with selected students many of whom are members of minority groups. The goals of the program are: to help students persist in their college studies; to provide counseling, information and support services to meet students' developmental and educational needs; and to provide academic and student development opportunities that will enhance college persistence and personal growth.

Montgomery offers English for Academic Purposes (AEAP), a multilevel program designed to meet the language and academic cultural-adaptation needs of non-native speakers of American English. Throughout the program, courses emphasize all features of American English including literacy, critical thinking, and various skills necessary for successful college work as well as adaptation to American culture. Students are further supported by special counselors.

Faculty and Staff

The Office of Human Resources attempts to improve minority representation in all job openings by routinely sending job announcements to over 100 publications/sites for recruitment purposes. This list includes 15 organizations that would specifically reach African Americans as potential applicants. Human Resources also uses job fairs as a means of providing visibility for the college and soliciting applicants.

The college implemented the Educational Assistance Program which assists eligible personnel with educational expenses in order to help them perform more effectively in their current positions and tuition waivers.

PRINCE GEORGE'S COMMUNITY COLLEGE

Student Recruitment and Enrollment

PGCC has instituted several programs to ensure campus diversity. The Bridge to Success program recruits disadvantaged and disabled high school students in career technology programs and provides transitional services to improve their retention at the community college. Maryland's Tomorrow Career Exploration program encourages at-risk students to identify work-related interests and learn how post-secondary education can increase career opportunities.

Community and university partnerships have provided additional avenues for minority recruitment. BIO MAP (Biomedical Minority Access Program) is a partnership effort between area colleges and universities to increase the number of minority students earning B.S. degrees in biomedical fields.

Student Retention and Graduation

Efforts to improve minority retention and graduation rates have focused on ventures to increase support services. A.L.A.N.A. (African, Latin, Asian, Native American) Experience aims to provide appropriate support services and other incentives to enable "at risk" minority students to successfully complete their educational and career goals at the college. About 300 students participate annually. Vocational support services benefits about 1,400 students and provides instructional support services, guidance, and counseling through individual and group sessions, workshops, and classroom presentations. Additional service is provided by a tutoring center, a nursing supplemental instruction group, and student support services.

The R^3 Academy is a pilot tested program that provides intervention for first-time college students in developmental programs. It uses a learning community approach for the first two semesters to increase the students' awareness of their responsibilities as a college learner. This program also fosters the development of mentor relationships with faculty and staff and promotes the enhancement of study skills and critical thinking skills.

Faculty and Staff

The college has strengthened its affirmative action plan, including employee recruitment and hiring procedures. The Assistant to the President for Minority Affairs and Affirmative Action Programs reviews all applicants for full-time positions to determine if they are representative of the proportion of minorities and women available for employment in the Washington metropolitan area. The Assistant also serves as an ex-officio member of all review/screening candidates, meets with all candidates prior to interviews, participates in all

interviews and approves all recommended candidates prior to the college president's approval of hires.

The college is also committed to ongoing professional development for all employees. Professional development activities include off-campus workshops and activities as well as college-sponsored professional development programs.

WOR-WIC COMMUNITY COLLEGE

Student Recruitment and Enrollment

The Admissions Office is active in its effort to recruit minority students. The office conducts on-campus group tours and programs focused on minority student recruitment through a variety of groups including: the Lower Shore Manufacturing Network, the Wicomico County Alternative School, the Upward Bound Program, Maryland's Tomorrow Program, and Bell Atlantic Telephone Company. Wor-Wic also promotes the articulation of high school courses through Tech Prep articulation agreements between school districts and Wor-Wic. Another recruitment tool used by the college was the development of an assessment, training, and employment module for the Wicomico County Department of Social Services to contractually serve 600 customers, many of whom are potential minority students.

The college makes a conscious effort to showcase a diverse population in all college publications, photo displays, advertisements and news releases distributed in Wicomico, Worchester and Somerset counties.

Student Retention and Graduation

The college established a Retention Committee which continues to investigate retention issues and identify areas of concern and further study. One of the college-wide retention activities implemented include providing a bus service to and from Wor-Wic for residents of the Salisbury Metro Core area. The counseling office revitalized the 'non-attendance' alert procedure designed to promote student success and retention. In Spring 1999, the counseling office conducted workshops during student orientation to help prepare non-traditional students.

Other departmental efforts to retain students include increasing the number of African American students publishing writings in the college literary magazine and implementing a mentoring program.

Faculty and Staff

The college actively recruits for employees who reflect the population of the service area. To increase the pool of minority applicants, the college mails all administrative job notices to minority individuals in the community and faculty and administrative openings are routinely advertised in regional and national publications.

INSTITUTIONAL ACTIVITIES ASSOCIATED WITH IMPROVING MINORITY ACHIEVEMENT

UNIVERSITY SYSTEM OF MARYLAND

BOWIE STATE UNIVERSITY

Student Recruitment and Enrollment

Bowie State University has been successful in promoting and maintaining diversity through a number of initiatives. These activities include: diversity grants designed to promote cultural and racial diversity; Summer Emerging Scholars Program, a program for students initially denied admission; Summer Academy for Beginning Freshmen, a program for first year students majoring in the sciences, engineering or mathematics; and Project Access, an outreach program designed to assist high school students by enriching the students' educational experiences.

Student Retention and Graduation

The university has also implemented several programs to improve student retention and graduation. In 1997 and 1998, Bowie initiated a collaborative summit with Coppin State College, Morgan State University, the University of Maryland Eastern Shore, the University of the District of Columbia and the Maryland Higher Education Commission to share student retention strategies and to develop new approaches. Strategies developed involved transforming the freshman year, using outcomes assessment, and retaining transfer students. Also, federally funded programs like Student Support Services provide advising, counseling, and tutoring to students with learning disabilities and to first-generation and low-income students.

Other initiatives include: using technology to enhance a student monitoring and advising system; initiating a comprehensive fellowship program designed to provide student mentoring via undergraduate research and external internships at nationally recognized laboratories; and maintaining a multicultural calendar of events such as Hispanic Awareness Month, Native American Month, Black History Month, Asian/Pacific Heritage Month, and Holocaust Remembrance Day. Furthermore, programs like the Ronald E. McNair Post-Baccalaureate Achievement Program has also sought to increase the number of minorities entering graduate school.

Faculty and Staff

The Center for Excellence in Teaching and Learning provides on and off-campus initiatives for faculty and staff in support of improving student retention and fostering improved interpersonal skills among all University employees. Furthermore, the Institute for Diversity and Multicultural Affairs supports faculty and staff development on issues relative to the broader concept of diversity.

COPPIN STATE COLLEGE

Student Retention and Graduation

Coppin's efforts to improve the achievement of minority students primarily centers on the implementation of a number of initiatives designed to increase the student rate of persistence towards graduation. Coppin has sought to attract more high ability students while simultaneously strengthening its programs for more academically challenged students. The college continues to implement programs that have been successful in assisting students persist towards a degree and in some instances, the college has enhanced these programs through the reallocation of resources made possible by the Access and Success Grant program. Coppin has used funding from the Access and Success Grant to monitoring its progress in improving the overall retention and graduation rates. This grant has enabled the college to redirect and reallocate funds to strengthen, enhance and support college-wide retention initiatives. These retention efforts include: the Honors program, the McNair program, the Freshmen Summer Success program, the Mentoring program and various student support programs.

Efforts to improve the retention and graduation rates of students also include the development of REGIS, a data retrieval system designed to capture and track information on students. Two modules of the REGIS system, the Academic Advisement Module and the Retention Module are directly related to Coppin's efforts to improve student retention and graduation. The Academic Advisement Module provides students with information that allows them to quickly determine whether they are meeting curriculum requirements. This system helps students focus on the exact course requirements and assists faculty and staff advisors by providing accurate information about the student's progress. The Retention Module allows the administration and department chairs to view each cohort and determine attrition and retention rates. The system also allows faculty to focus upon the needs of specific students and to develop programs, support services and modify curricula.

Another effort to improve the retention rates of students is a new policy approved by the Curriculum Committee to lower the maximum number of credits needed to declare a major from 60 to 36 credits. The Committee implemented this policy to attach students to an academic department sooner in the academic process, thus enabling the department to assume greater responsibility for the student early in the student's academic career. The focus of this effort is to improve retention through greater interaction with the faculty.

In Spring 1999, Coppin implemented the Guided Study Program, pilot program for undeclared major students who were on grade warning, probation, or readmitted from suspension. For each student who volunteered to participate in this pilot, staff from the Office of Freshmen and Undeclared Major Advisement developed a prescriptive plan and conducted follow-up meetings with each student to monitor their progress and persistence towards the degree.

FROSTBURG STATE UNIVERSITY

Student Recruitment and Enrollment

The Office of Admissions pursued a number of initiatives to improve the enrollment of African American and minority students. For example, staff arranged campus visits for students from Baltimore City and Prince George's County high schools. These tours included information sessions about financial aid, information on the admissions process, and an overview of academic programs and student support services. Admissions staff also provided campus tours for students participating in Upward Bound and regional mathematics and science programs. Additionally, Frostburg targets its recruiting efforts at such venues as the Baltimore Peoples Expo, the Dematha Invitational Basketball Tournament and the Redskins Summer Training Camp in Frostburg.

Other projects to improve minority enrollment include: financial aid workshops, a summer SAT camp for minority middle school students; participation in a USM project to recruit minority students from the Washington-Baltimore Metropolitan area as education majors; and a peer program where minority students are sent back to their high schools to contact others about majoring in computer science.

Student Retention and Graduation

Frostburg established a Diversity Center which provides an academic monitoring program that serves as a clearinghouse and referral service for minority students. The Center sponsors programs and activities that foster a respectful, constructive, and welcoming campus climate. FSU also offers academic and student support programs including group and peer tutoring, learning labs in study skills, composition and mathematics, advising and personal counseling for minority students.

Faculty members supported minorities in the classroom by making efforts to incorporate ethnicity and gender issues into its curriculum. For example, the Department of Economics offers an undergraduate course entitled the Economics of Race and Gender. Another example was the revision of undergraduate and graduate Business Administration courses where human resource management incorporates ethnicity and gender into its content. In addition to diversifying its curriculum, FSU also worked to add to the diversity of its faculty.

Faculty and Staff

In faculty recruitment and hiring, the Provost played a major role by working with search committees in setting goals, planning for applicant pools inclusive of diverse representation, reviewing lists of applicants recommended for interviews and scrutinizing hiring offers and decisions. Furthermore, departments followed such strategies as publishing job announcements in minority publications, making professional contacts in the field, and

offering adjunct teaching positions to minority and women doctoral students.

In conjunction with departments, the Office of Human Resources played a central role in the hiring of minority faculty and staff. This role included assuring that new and vacant positions were advertised as openly and as widely as possible in national newspapers, journals specific to disciplines and minority publications and vita databanks. With the emphasis on the Internet, FSU's homepage posted positions under department listings. Furthermore, department chairs and directors contacted minority schools, associations, businesses and organizations. Minority alumni served as sources of contact as well.

SALISBURY STATE UNIVERSITY

Student Recruitment and Enrollment

The admissions office hosts a number of activities to recruit minority students including overnight visitation programs, paid transportation to the university, telephoning perspective students, college recruitment trips to metropolitan areas, college night and day programs, college fairs and encouraging students returning to their high schools during college semester breaks to interest minority students in attending the university. To recruit talented minority students, the university developed a Partnership Program with Eleanor Roosevelt and Suitland High Schools in Prince George's County. In addition to having a high minority enrollment, these two high schools have rigorous academic programs and course offerings that correspond well with SSU's undergraduate curriculum.

Salisbury has a program designed to increase the number of minorities enrolled as education majors. Salisbury's Striving Toward Excellence Personally and Professionally (STEPP) program is designed to encourage 5th grade minority students to continue their education, complete high school and become teachers. This year, the university admitted a STEPP student as an education major. Also, the university plans to propose a teaching program for Baltimore City students. For this program, the university will recruit Baltimore City high school students to study education at SSU and return to Baltimore City schools for their student teaching placement. SSU will benefit by diversifying its student population and Baltimore City stands to gain well-prepared teachers.

In addition, Salisbury received a grant for bilingual education careers to train teachers to work with ESOL (English Speakers of Other Languages) students through programs taught at SSU. This program is designed to recruit linguistic minority members of the community interested in teaching and to recruit linguistic minority high school students that are interested in teaching as a career.

Other academic programs are striving to add to the diversity of the student body. Departments throughout the university are utilizing cooperative academic arrangements with the University of Maryland Eastern Shore which offers students a wider selection of courses. Also, academic departments are including more course offerings that relate to minority issues.

Student Retention and Graduation

The Partnership Program also has a mentoring component that includes faculty, staff, and students. Mentors are trained to recruit as well as mentor incoming high school students and the program's matriculated college freshmen. Furthermore, the ESOL program has a retention component. Grant program managers provide tutoring and English department personnel assist linguistic minority students. Furthermore, all minority students are

encouraged to participate in departmental academic clubs, and to establish relationships with faculty and other students.

The Office of Multiethnic Student Services has a number of retention programs in place for African American and other minority students. These include: Peer Mentor-Mentee; Faculty Mentor-Mentee; an early warning system; multiethnic visitation weekend; visiting scholars and advising African American student organizations. Multiethnic Student Services encourages minority students to participate in the National Black Leadership conference, the National Medical Education Project and the Minority Graduate Student Fair.

Faculty and Staff

To encourage more diversity in the hiring of faculty and professional positions, SSU employed a full-time Equal Employment Opportunity Officer. To ensure that the university has a diverse pool of candidates, faculty and professional searches now include advertisements in a variety of publications. Furthermore, the university plans to implement other intensive search strategies to employ more minorities and women on its campus.

TOWSON UNIVERSITY

Student Recruitment and Enrollment

The Admissions Office implemented several new programs in its minority student recruitment effort. For the "Sleeping Bag Weekend", all admitted African American students were invited to participate in the spring program. The Admissions Office held a reception for admitted students in Greenbelt, Maryland. In addition, the Admissions Office visited all Prince George's County schools and most Baltimore City schools.

To enhance the enrollment of minorities in graduate education, Towson has been regularly represented at graduate school recruitment fairs at historically black institutions. Furthermore, the university is providing new opportunities in graduate study for minorities by offering new programs. For example, the new M.S. in Mathematics Education is specifically designed for secondary school teachers and will serve African Americans in the teaching profession. Another new degree and certificate in Communications Management is a popular graduate major among African American students.

Student Retention and Graduation

To enhance the retention and graduation rates of minority students, the Office of Diversity Resources employs a community building approach emphasizing inclusion and fairness. Their most recent accomplishments include: Racial Awareness Programming which provides workshops as requested by various segments of the community; the Community Enrichment and Enhancement Program Award (CEEP), which links financial assistance and campus involvement for minority students; and the annual Black Student Leadership Retreat and the Distinguished Black Marylanders Award which recognizes the accomplishments of African American Marylanders in a variety of fields.

TU continues to implement the Students Achieving Goals through Education Program (SAGE). This program offers mentoring services, social activities and campus-wide support services. The SAGE program has contributed to the successful transition of many African American students to college life at Towson.

Faculty and Staff

Towson established the Diversity/Affirmative Action Committee to assist the Affirmative Action Officer in monitoring diversity efforts for faculty and staff. Initiatives implemented by this committee include: a faculty and staff climate survey; editing the *Affirmative Action Today*, a newsletter that contains current information regarding diversity efforts both on and off campus; and the development of a listing of additional recruitment sources to expand the applicant pool.

UNIVERSITY OF BALTIMORE

Student Recruitment and Enrollment

The university has adopted several initiatives to improve minority enrollment. The Office of Admissions planned numerous recruitment events and admissions counselors visited every community college in Maryland. In the fall and spring semesters of 1997 and 1998, UB invited students from Baltimore City Community College (BCCC), a large feeder school for the university with a high percentage of minority students, to the university for a special luncheon and open house. The university plans to establish a dual enrollment arrangement between UB and BCCC with articulation agreements that will encourage BCCC students to strongly consider enrolling at UB.

Cultural outreach activities to attract minority students include: the People's Expo, an event that attracts African American families and the African American Marketplace. In the summer months, the Black Student Union (BSU) sponsored a program for minority high school students to come to the university for a week of "college readiness" courses. Also, BSU members serve as mentors and tutors to community grade school students.

The School of Law hosted Minority Law Forums to which potential applicants were invited and encouraged to apply to the university. The Office of Law Admissions has also worked to develop the Baltimore Scholars Program, a mentor program for students at historically black colleges in Maryland.

Student Retention and Graduation

In an effort to reach out to minority populations, the Center for Student Involvement has coordinated a variety of activities and programs to promote retention, success and the recruitment of minorities. The Academic Resource Center provides tutoring, mentoring, peer advising as well as learning and computer skills for minority students. The university created the Office of Diversity Education and Programs which will actively support the creation of a multicultural community at the university. This office has produced a number of programs including: ACCESS UB Fall Orientation; a campus-wide resource fair; and a 1998 Winter Holiday Luncheon featuring foods from different ethnic and religious traditions.

Faculty and Staff

The university has initiated the following activities to assure aggressive recruiting of minority faculty and staff: advertising vacancies in professional journals and minority associations' publications; encouraging search committees to improve the objectivity and validity of hiring tools and encouraging an objective approach to interviewing and decision making; hosting a listserve for the Association of American Law Schools Section on

Minority Groups; developing partnerships with business and industry; and taking advantage of the Henry C. Welcom Fellowship Grants that provide alternative state funding to attract and retain minority faculty members.

UNIVERSITY OF MARYLAND, BALTIMORE

The six professional schools which comprise the University of Maryland, Baltimore presented a listing of activities each school has initiated to improve recruitment, enrollment, retention and graduation rates and hiring minority faculty and staff. The following is a summary of these activities:

Student Recruitment and Enrollment

Medical School: Current significant activities include national recruitment efforts to colleges and summer programs; a minority recruitment weekend which features a paid return trip to the school by accepted minority applicants; some financial aid packages which include four-year non-need based scholarships; the Minority Short Term Research and Training Program` and the Fogarty funded Minority International Research Training Program.

Dental School: activities include continuing recruitment campus visits to predominately minority colleges and universities in Maryland and submitting a grant application for a Short Term Research Training Program for pre-doctoral students.

Pharmacy School: continuing recruitment relationships with historically black colleges and universities in Maryland and community colleges and working with high school students in a "school-to-work" initiatives.

Nursing School: activities include targeting historically black colleges and universities; encouraging hospital employees to enroll in bachelor's programs in the health profession; establishing a Minority Alumni Admissions Advisory Committee; and co-sponsoring minority recruitment programs.

School of Social Work: This school is involved in outreach activities which target historically black institutions. The school also conducts a Summer Enrichment Program which gives African American students and other minorities early exposure to the school's curriculum.

Law School: offers Merit and Diversity Scholarships; open houses for African American students; and continues to recruit from historically black institutions.

Student Retention and Graduation

Medical School: The school provides a six-week prematriculation summer program for minority students that includes a rigorous academic component plus supportive counseling and instruction.

Dental School: Diversity funds were distributed to Dental Hygiene students.

Pharmacy School: The school monitors the academic skill development of minority students and recommends them for academic advising, personal counseling, and developmental education including tutoring.

Nursing School: The School's Student Government Association and Black Student Nurses Association provides support and advocacy for minority students. Other programs include forums to address issues related to diversity and using grants to enhance other non-academic services.

School of Social Work: The school continues to offer various student services components to aid in the retention of students of color.

Law School: The school holds a pre-enrollment program for incoming minority students to help build community among students of diverse backgrounds. Also, the school has provided the Judicial Networking Reception for graduating African American law students and recent graduates to promote judicial clerkship opportunities. The Law School Curriculum includes some course work specifically directed at the interests of students of color and other groups traditionally underrepresented in access to the legal profession.

Faculty and Staff

Vacant faculty positions are advertised in professional journals as well as journals directed toward minorities. Staff recruitment is coordinated with the campus' Office of Human Resource Services to assure that qualified minority applicants are identified.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

Student Recruitment and Enrollment

The University of Maryland Baltimore County employs a number of strategies to attract talented minority students. The Meyerhoff Scholarship Program has contributed to UMBC's success in attracting outstanding African American students planning to pursue advanced degrees in science, mathematics, computer science, and engineering. Other recruitment efforts to attract qualified minorities include participation in national college fairs; holding the Reception for Talented African American Students; and campus overnight programs. The university is also planning to increase its efforts to attract minority transfer students.

Many of the initiatives used to attract minority undergraduate students are now being used to attract talented minority graduate students. These initiatives include: the Meyerhoff Graduate Fellows Program; the program 'Expanding the Opportunities for Minority Students in the Biomedical Sciences' which provides funds for the graduate education of minority students; and off-campus recruitment visits at historically black colleges and universities.

Student Retention and Graduation

Student Support Services provides the following services: intrusive academic advisement, tutoring, video-based supplemental instruction, assistance in applying for financial aid, individualized basic skills instruction, special topics workshops, career and personal counseling, peer mentors, internships, cultural and academic enrichment activities, and accommodations for students with disabilities. The Career Development and Placement Center sponsors programs and services that enhance and empower the minority population. These programs include: the Black Engineers Fair; the Second Generation program, the Multi-Ethnic Job fair and the Inroads Program. Furthermore, the Ronald E. McNair Scholars Post-Baccalaureate Achievement Program provides disadvantaged college students with effective preparation for doctoral study.

The Learning Resources Center provides comprehensive academic support to minority students. The Center's activities include the Tutorial Center and the Freshman Year Interim Report Program which monitors the academic progress of minority freshmen throughout their freshmen year.

The university also works with historically black institutions in Maryland to develop collaborative programs such as BIOMAP, a program funded by NIH designed to enhance research opportunities for students at two-year colleges and facilitate their transfer to degree programs; and a joint program between Coppin State College and UMBC's Social Work department.

Faculty and Staff

The Department of Human Resources/Relations post position vacancies and provide workshops, seminars, and programs designed to inform faculty and staff about recruitment and hiring policies and procedures. Furthermore, the HR/R staff review hiring procedures for full-time faculty and staff appointments. Faculty and Staff positions are advertised in publications of minority professional associations and journals such as *Black Issues in Higher Education*. HR/R staff also attend job fairs that are aimed at reaching minority groups.

UNIVERSITY OF MARYLAND, COLLEGE PARK

Student Recruitment and Enrollment

In 1998, the university initiated the Multicultural College and Career Conference. This program is designed to offer students and their parents an opportunity to learn about all aspects of the college experience. The program brings together university faculty and specialists in the fields of admissions, college search and counseling, financial aid, college advising and career counseling. Another activity to encourage the enrollment of minority undergraduates is the overnight program for admitted minority students.

The Admissions Office also works with academic colleges and student service offices to provide information on university programs and services.

UMCP has intensified its recruitment efforts for new minority graduate students. Beginning in 2000, the Office of Graduate Minority Education will initiate a program called the Graduate Summer Institute. This program is designed to reduce the loss of many of the brightest and best students who are recruited, admitted, offered financial support and yet choose not to enroll.

Student Retention and Graduation

In 1995, the university established a Continuous Quality Improvement Committee that was charged with reviewing the retention activities on campus and identify reasons why students leave the university. Based on this committee's report, the university held a summit on undergraduate retention with representatives from all campus constituents including faculty, staff, students, parents, and community representatives. The summit provided opportunities to share data and other information on trends, the causes of retention problems and possible solutions.

Furthermore, the university has developed other programs to improve the success of minority students. These programs include: the Bridge program which provides living and learning communities for students prior to their freshmen year; mentoring programs; extended orientation courses with special sections focusing on the concerns of minority students; tutoring; advising services; study group programs; and special learning communities. Furthermore, the Student Government Association has helped to academically and socially support the needs of minority students. Career and job placement programs are available and help to encourage minority students to complete their degrees.

Faculty and Staff

Senior administrators continue to commit funds to help support efforts to increase the diversity of faculty and staff at the university.

UNIVERSITY OF MARYLAND EASTERN SHORE

Student Recruitment and Enrollment

The University of Maryland Eastern Shore has initiated a number of early intervention summer programs including: Upward Bound; Science competition; NASA Summer Bridge Program; Computer, Mathematics and Science, and Technology Summer programs; and Preparation and Adjustment for College Entrance (PACE), a six week residential program primarily for minority students.

In order to encourage traditional age students to consider higher educational opportunities at the university, the Student Recruitment Office visits all Maryland community colleges and the majority of Maryland public high schools and collaborates with some middle schools. In addition to site visits, other methods of communication are used including electronic media, publications, telemarketing, direct mail, college fairs, and campus-based programs.

Various schools at the university have also used other strategies to enhance minority recruitment. For example, in the School of Agricultural and Natural Sciences, high school students participate in programs that are designed to attract and enhance the success rates of minorities in science, engineering, and mathematics. The programs include the following: USDA Research Apprenticeship program; USDA Minority National Scholars Program; and the National Summer Center for Mathematics, Science and Technology.

Student Retention and Graduation

To enhance retention and graduation rates of minority students, the university has implemented advising through the Freshman Advising Center, tutoring for at-risk students through the Academic Support Services Unit, special tutoring in mathematics and English, counseling of students with problems, and enhanced access to adequate financial aid.

Through the Access and Success Grant program, the university has implemented the following three activities: teaching and learning activities which includes faculty development to enhance pedagogy especially for freshman classes; enrollment management which includes campus and department specific activities to provide early intervention; and administrative programs which includes improving student support services through advising, counseling, and providing tutorial services, and freshman orientation.

Faculty and Staff

The university will continue to broaden the search processes to include more African Americans and other minorities in faculty and staff positions.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Faculty and Staff

UMUC intends to employ the following strategies to improve the recruitment and retention of minority staff in professional, managerial, and executive positions over the next three years:

Advertising: The university plans to utilize a broad variety of publications to advertise vacancies. These publications include: the Washington Post, the Washington/Baltimore Afro-American, Baltimore Sun, Black Issues in Higher Education, and Hispanic Outlook in Higher Education. Furthermore, the university will post vacancies on web sites that cater to minority groups and expand the fax list for position announcement postings to include historically black institutions in Maryland and surrounding states.

Outreach: In order to increase the university's ability to attract qualified minority candidates for managerial and executive level positions, another strategy will be to advertise open positions at professional association conferences such as the National Association of Black Telecommunications Professionals, National Forum for Minority Women in Technology, and the National Association of Black Accountants. Furthermore, the university plans to attend diversity conferences as well.

The university intends to implement other selection process changes such as requiring a minimum of two weeks for all positions to be open and for national searches a minimum of three weeks to assure access to all candidates.

Within the next two years, the university plans to develop standardized search and selection procedures to assist units in improving their search efforts. These procedures will provide guidelines concerning screening, interviewing, and selection issues for the appointing authority. The Personnel Office will also provide more specific guidance to hiring units throughout the search and selection process. Furthermore, the university plans to conduct periodic training sessions on interviewing and selection techniques for individuals who are responsible for hiring.

INSTITUTIONAL ACTIVITIES ASSOCIATED WITH IMPROVING MINORITY ACHIEVEMENT

MORGAN STATE UNIVERSITY

ST. MARY'S COLLEGE OF MARYLAND

MORGAN STATE UNIVERSITY

Student Recruitment and Enrollment

To increase the representation of African Americans, Morgan has implemented a number of initiatives including: Project PRIME, a comprehensive collaborative venture designed to inspire students from the Baltimore City Public Schools to consider mathematics and science teaching careers; the Academic Champions of Excellence, a pre-college intervention program which offers rigorous instruction and activities in mathematics and science; and the Consortium for Minorities in Teaching Careers, a program designed to identify, recruit and prepare high-potential pre-college minority students to enter college and select a career in teaching.

The university also provides a High Performance Computing Summer Institute for minority undergraduate students at historically black institutions. The purpose of this program is to introduce minority students to state-of-the-art hardware and software in high performance computing and encourage students to seek graduate degrees in the sciences, engineering, and mathematics.

Student Retention and Graduation

Each year, the University Counseling Center implements the Mentoring Program which pairs upper-class students with high risk students. The mentors assist the high-risk students in making the adjustment to college life through frequent contacts and guidance. Two other initiatives are designed provide early intervention to incoming students: the Pre-college Studies Program is designed to ease the transition from high school to college for students and the Freshman Studies Program controls the pace and intensity at which students begin freshman year academic work.

Other programs designed to enhance the retention and graduation of students include the Academic Enrichment Program which focuses on improving the academic status of students who reside in the Residence Halls and the Honors Program which provides access to seminars and offers in-depth study and discussion on a variety of special topics.

ST. MARY'S COLLEGE OF MARYLAND

Student Recruitment and Enrollment

The college uses several strategies to improve the recruitment and enrollment of minority students. For example, admissions counselors use educational supplements of minority publications to conduct media campaigns for recruiting; send promising minority students college brochures and in some cases, personally contact them; provide campus visits for African American high school students; and hold special recruiting sessions in targeted regions of the state. Furthermore, African American students currently attending the college often work with recruiters when making presentations to promising potential students.

Another activity developed to improve the recruitment of African Americans is the African American Male Symposium, a four-day workshop for high school students. As part of this workshop, potential students attend classes, live in dormitories with current male students and talk to the President and other college administrators.

Student Retention and Graduation

The college has made significant progress in developing the Office of Multicultural Affairs which provides support services to minority students. These services include academic support and counseling. The office also hosts an annual awards banquet for students in the Multicultural Achievement Peer Program.

Departments have also worked to develop a more culturally diverse curriculum. For example, courses in the General Education curriculum are designed to ensure that attention is not limited to the Western and/or European traditions. Furthermore, two new cross-disciplinary areas have been created: East Asian Studies and African and African Diaspora Studies. Also, faculty and professional staff seminars are conducted to provide information and training addressing minority student outcomes.

Another initiative designed to enhance the retention and graduation of minority students is peer mentoring. Each entering student is offered a peer mentor who serves as a resource to new students and assists in areas of academic and social adjustments.

Faculty and Staff

To ensure consistency in recruitment practices, the Affirmative Action Officer produced and distributed campus-wide the *Affirmative Action Guidelines for the Selection of Staff*. These guidelines are intended to instruct individuals and search committees in recruitment; from writing a job description to record-keeping.

St. Mary's applies the other strategies to improve the recruitment and retention of minority

staff in professional, managerial, and executive positions. These include: position-specific announcements are placed in relevant disciplinary journals and newsletters directed toward minority faculty; letters soliciting applications for faculty positions are sent to professional associations for assistance with recruiting minority faculty; faculty search committees use services designed to locate minority faculty candidates; and appointments to search committees are made to ensure that such committees reflect diversity of faculty and staff.

APPENDIX A: TABLES

Table A-1. African American Undergraduate Enrollment At Maryland Public Colleges and Universities By Campus: Fall 1994 to Fall 1997

	Number					Percent of Total Undergraduate Enrollment			
Institution	1994	1995	1996	1997	% change 94-97	1994	1995	1996	1997
Community Colleges									
Allegany	59	64	68	71	20%	2%	2%	2%	3%
Anne Arundel	1,078	1,193	1,161	1,217	13%	9%	10%	10%	10%
Baltimore City	5,395	4,877	4,907	4,875	-10%	83%	82%	82%	82%
Baltimore County	3,883	3,871	3,795	3,796	-2%	17%	17%	18%	19%
Carroll	39	41	36	50	28%	2%	2%	2%	2%
Cecil	37	38	44	41	11%	3%	3%	3%	3%
Charles	627	651	665	711	13%	11%	11%	11%	11%
Chesapeake	221	217	251	236	7%	11%	10%	12%	12%
Frederick	242	263	257	253	5%	6%	6%	6%	6%
Garrett	21	14	11	20	-5%	3%	2%	2%	3%
Hagerstown	194	169	181	213	10%	6%	6%	6%	7%
Harford	439	403	382	391	-11%	8%	8%	8%	9%
Howard	807	855	850	892	11%	16%	17%	17%	18%
Montgomery	4,404	4,511	4,332	4,537	3%	20%	21%	21%	22%
Prince George's	7,367	7,623	7,654	8,219	12%	60%	63%	65%	69%
Wor-Wic	377	369	348	445	18%	19%	19%	18%	22%
Community College Total	***25,190***	***25,159***	***24,942***	***25,967***	***3%***	***19%***	***19%***	***20%***	***21%***
Four Year Public Institutions									
Bowie	2,591	2,757	2,575	2,651	2%	80%	81%	83%	84%
Coppin	2,730	2,826	2,972	2,890	6%	92%	94%	95%	95%
Frostburg	311	297	355	367	18%	7%	7%	8%	9%
Salisbury	342	365	406	421	23%	6%	7%	8%	8%
Towson	1,123	1,159	1,212	1,300	16%	9%	9%	9%	10%
UB	551	540	497	487	-12%	22%	24%	25%	25%
UMB	113	121	181	172	52%	16%	18%	18%	18%
UMBC	1,280	1,350	1,310	1,355	6%	15%	15%	15%	16%
UMCP	2,925	3,218	3,401	3,545	21%	12%	13%	14%	14%
UMES	2,005	1,973	2,178	2,224	11%	75%	76%	76%	76%
UMUC	2,624	2,667	2,820	2,805	7%	25%	26%	27%	27%
Morgan	5,078	5,337	5,266	5,156	2%	95%	95%	95%	95%
St. Mary's	168	162	145	150	-11%	11%	10%	9%	9%
Four-Year Total	***21,841***	***22,772***	***23,318***	***23,523***	***8%***	***26%***	***27%***	***27%***	***28%***
Total	**47,031**	**47,931**	**48,260**	**49,490**	**5%**	**26%**	**27%**	**22%**	**24%**

Note: Baltimore County includes Catonsville, Dundalk, and Essex

Source: Maryland Higher Education Commission Enrollment Information System

BEST COPY AVAILABLE

Table A-2. Minority Undergraduate Enrollment At Maryland Public Colleges and Universities By Campus: Fall 1994 to Fall 1997

	Number					Percent of Total Undergraduate Enrollment			
Institution	1994	1995	1996	1997	% change 94-97	1994	1995	1996	1997
Community Colleges									
Allegany	86	85	87	89	3%	3%	3%	3%	3%
Anne Arundel	1,625	1,732	1,755	1,905	17%	14%	15%	16%	16%
Baltimore City	5,554	5,020	5,055	5,022	-10%	85%	84%	84%	85%
Baltimore County	4,944	4,994	4,835	4,891	-1%	21%	22%	23%	25%
Carroll	87	82	77	91	5%	3%	3%	3%	4%
Cecil	76	79	75	76	0%	6%	6%	6%	6%
Charles	887	918	932	971	9%	15%	15%	16%	16%
Chesapeake	243	245	286	267	10%	12%	12%	14%	13%
Frederick	378	452	447	448	19%	9%	10%	11%	11%
Garrett	26	16	14	22	-15%	4%	2%	2%	3%
Hagerstown	242	231	271	313	29%	8%	8%	10%	10%
Harford	604	575	574	574	-5%	11%	12%	12%	13%
Howard	1,187	1,244	1,283	1,364	15%	24%	24%	26%	27%
Montgomery	8,645	8,604	8,469	8,828	2%	39%	40%	41%	43%
Prince George's	8,466	8,672	8,722	9,275	10%	69%	72%	75%	78%
Wor-Wic	416	410	394	480	15%	21%	21%	20%	23%
Community College Total	***33,466***	***33,359***	***33,276***	***34,616***	***3%***	***25%***	***25%***	***27%***	***28%***
Four Year Public Institutions									
Bowie	2,672	2,856	2,673	2,754	3%	83%	83%	86%	87%
Coppin	2,795	2,871	3,013	2,923	5%	95%	95%	96%	96%
Frostburg	440	429	505	502	14%	10%	9%	11%	12%
Salisbury	485	509	551	562	16%	9%	10%	10%	10%
Towson	1,731	1,800	1,849	1,920	11%	14%	14%	14%	14%
UB	671	653	616	621	-7%	27%	29%	31%	32%
UMB	211	217	291	272	29%	30%	32%	29%	29%
UMBC	2,402	2,611	2,621	2,791	16%	27%	29%	31%	33%
UMCP	7,335	7,809	8,012	8,104	10%	31%	32%	33%	33%
UMES	2,051	2,015	2,212	2,265	10%	76%	77%	77%	78%
UMUC	3,601	3,651	3,816	3,826	6%	34%	35%	37%	37%
Morgan	5,124	5,387	5,316	5,204	2%	96%	96%	96%	96%
St. Mary's	245	253	238	247	1%	16%	15%	14%	15%
Four-Year Total	***29,763***	***31,061***	***31,713***	***31,991***	***7%***	***35%***	***36%***	***37%***	***37%***
Total	**63,229**	**64,420**	**64,989**	**66,607**	**5%**	**35%**	**37%**	**30%**	**32%**

Note: Minority includes African-American, Asian, Native American, and Hispanic.
Baltimore County includes Catonsville, Dundalk, and Essex.
Source: Maryland Higher Education Commission Enrollment Information System

BEST COPY AVAILABLE

Table A-3. African American Graduate and Professional Enrollment At Maryland's Public Colleges and Universities By Campus: Fall 1994 to Fall 1997

	Number					Percent of Total Graduate Enrollment			
					% Change				
Institution	1994	1995	1996	1997	94-97	1994	1995	1996	1997
Bowie	928	1,122	1,263	1,330	43%	56%	61%	65%	66%
Coppin	389	468	446	437	12%	92%	88%	88%	88%
Frostburg	27	29	27	19	-30%	3%	3%	3%	2%
Salisbury	43	43	46	40	-7%	7%	6%	7%	6%
Towson	179	158	182	199	11%	10%	8%	9%	9%
UB	399	443	447	461	16%	15%	16%	17%	17%
UMB	624	720	722	737	18%	13%	14%	14%	15%
UMBC	92	114	101	100	9%	6%	7%	7%	7%
UMCP	632	634	659	598	-5%	7%	7%	8%	7%
UMES	43	46	59	71	65%	18%	17%	19%	24%
UMUC	811	899	820	970	20%	23%	23%	25%	27%
Morgan	294	289	258	368	25%	72%	70%	76%	80%
Four-Year Total	**4,461**	**4,965**	**5,030**	**5,330**	**19%**	**16%**	**18%**	**18%**	**19%**

Source: Maryland Higher Education Commission Enrollment Information System

Table A-4. Minority Graduate and Professional Enrollment At Maryland's Public Four-Year Colleges and Universities By Campus: Fall 1994 to Fall 1997

	Number					Percent of Total Graduate Enrollment			
					% Change				
Institution	1994	1995	1996	1997	94-97	1994	1995	1996	1997
Bowie	1,070	1,217	1,363	1,428	33%	65%	66%	70%	71%
Coppin	393	475	457	445	13%	93%	89%	90%	90%
Frostburg	42	52	43	44	5%	5%	6%	5%	5%
Salisbury	48	53	53	49	2%	7%	8%	8%	8%
Towson	235	222	269	291	24%	13%	12%	13%	13%
UB	495	561	560	606	22%	18%	20%	21%	23%
UMB	1,100	1,235	1,286	1,347	22%	22%	24%	25%	27%
UMBC	205	237	224	203	-1%	14%	15%	15%	14%
UMCP	1,379	1,331	1,358	1,277	-7%	16%	16%	16%	15%
UMES	49	55	73	84	71%	21%	21%	24%	28%
UMUC	1,164	1,304	1,187	1,350	16%	33%	34%	36%	38%
Morgan	308	304	269	381	24%	75%	73%	80%	83%
Four-Year Total	**6,488**	**7,046**	**7,142**	**7,505**	**16%**	**24%**	**25%**	**26%**	**27%**

Source: Maryland Higher Education Commission Enrollment Information System

Table A-5. Six-Year Graduation Rates for Freshman Cohorts at Maryland Public Four-Year Institutions African Americans and All Minorities

Institution	1988 Cohort	1989 Cohort	1990 Cohort	1991 Cohort
Bowie				
African-Americans	33%	37%	38%	39%
All Minorities	33%	37%	38%	38%
Coppin				
African-Americans	25%	17%	23%	28%
All Minorities	25%	17%	23%	28%
Frostburg				
African-Americans	45%	40%	55%	49%
All Minorities	44%	39%	58%	48%
Salisbury				
African-Americans	35%	55%	55%	43%
All Minorities	39%	57%	50%	55%
Towson				
African-Americans	60%	57%	55%	53%
All Minorities	61%	61%	57%	51%
UMBC				
African-Americans	42%	48%	48%	59%
All Minorities	51%	53%	57%	52%
UMCP				
African-Americans	47%	49%	45%	45%
All Minorities	56%	59%	56%	57%
UMES				
African-Americans	36%	32%	34%	36%
All Minorities	37%	32%	34%	36%
Morgan				
African-Americans	37%	36%	33%	37%
All Minorities	36%	36%	33%	37%
St. Mary's				
African-Americans	71%	72%	87%	72%
All Minorities	78%	77%	83%	74%
All Public Institutions				
African-Americans	39%	39%	39%	40%
All Minorities	45%	45%	44%	44%

Note: The figures are for new, full-time degree seeking students.

Data exclude University of Baltimore and University of Maryland, Baltimore.

Source: Maryland Higher Education Commission Enrollment and Degree Information System

BEST COPY AVAILABLE

Table A-6. Four-Year Graduation and Transfer Rates for Freshman Cohorts at Maryland Community Colleges African Americans and All Minorities

Institution	1990 Cohort	1991 Cohort	1992 Cohort	1993 Cohort
Allegany				
African-Americans	25.0%	26.3%	33.3%	50.0%
All Minorities	11.1%	32.0%	30.8%	50.0%
Anne Arundel				
African-Americans	14.7%	14.0%	20.3%	16.2%
All Minorities	22.9%	31.3%	26.5%	22.6%
Baltimore City				
African-Americans	20.0%	22.0%	17.3%	20.0%
All Minorities	17.8%	21.8%	20.3%	20.2%
Carroll				
African-Americans	-	-	-	-
All Minorities	-	-	-	16.7%
CCBC-Catonsville				
African-Americans	23.0%	19.0%	17.5%	15.6%
All Minorities	27.0%	21.7%	20.4%	23.3%
CCBC-Dundalk				
African-Americans	10.0%	19.0%	17.9%	21.4%
All Minorities	8.3%	21.6%	15.6%	20.5%
CCBC-Essex				
African-Americans	20.4%	18.0%	24.7%	12.2%
All Minorities	26.6%	20.1%	31.5%	19.2%
Cecil				
African-Americans	0.0%	50.0%	100.0%	0.0%
All Minorities	0.0%	45.5%	20.0%	16.7%
Charles				
African-Americans	36.0%	28.2%	8.4%	33.3%
All Minorities	40.4%	29.2%	18.9%	38.5%
Chesapeake				
African-Americans	17.0%	21.0%	58.5%	11.0%
All Minorities				14.3%
Frederick				
African-Americans	35.7%	15.0%	18.9%	31.7%
All Minorities	35.1%	23.6%	21.7%	27.5%
Garrett				
African-Americans	0.0%	28.6%	14.3%	40.0%
All Minorities				40.0%
Hagerstown				
African-Americans	23.0%	25.0%	21.0%	20.0%
All Minorities	23.0%	27.0%	23.0%	20.0%
Harford				
African-Americans	20.0%	17.0%	17.1%	17.2%
All Minorities	25.5%	21.1%	16.7%	26.6%
Howard				
African-Americans	19.0%	12.2%	19.4%	26.2%
All Minorities	27.0%	23.3%	26.4%	37.7%
Montgomery				
African-Americans	19.4%	19.3%	16.4%	22.4%
All Minorities	31.0%	29.2%	27.0%	28.6%
Prince Georges				
African-Americans	13.1%	16.7%	14.9%	12.5%
All Minorities	14.0%	18.9%	16.7%	14.2%
Wor-Wic				
African-Americans	50.0%	20.0%	41.7%	25.0%
All Minorities	44.4%	27.3%	43.8%	25.0%

Note: The figures are for new, full-time degree seeking students

Source: Maryland Higher Education Commission Enrollment and Degree Information System

BEST COPY AVAILABLE

Table A-7. African American Full-Time, Faculty At Maryland Public Colleges and Universities By Campus: Fall 1994 to Fall 1997

	Number					Percent of Total Full-Time Faculty			
Institution	1994	1995	1996	1997	% change 94-97	1994	1995	1996	1997
Community Colleges									
Allegany	0	0	0	0	n/a	0%	0%	0%	0%
Anne Arundel	14	13	13	13	-7%	7%	7%	7%	7%
Baltimore City	40	49	44	49	23%	34%	39%	39%	42%
Baltimore County	17	17	19	18	6%	4%	4%	5%	5%
Carroll	1	0	0	0	-100%	2%	0%	0%	0%
Cecil	2	1	1	1	-50%	4%	2%	3%	3%
Charles	7	6	6	6	-14%	9%	8%	8%	7%
Chesapeake	2	2	2	3	50%	5%	5%	6%	8%
Frederick	3	3	2	2	-33%	4%	4%	3%	3%
Garrett	0	0	0	0	n/a	0%	0%	0%	0%
Hagerstown	0	0	0	0	n/a	0%	0%	0%	0%
Harford	2	2	3	3	50%	2%	2%	4%	4%
Howard	18	19	17	14	-22%	20%	20%	19%	16%
Montgomery	37	39	39	41	11%	9%	10%	10%	11%
Prince George's	31	31	32	37	19%	15%	15%	15%	17%
Wor-Wic	2	1	1	1	-50%	5%	3%	3%	3%
Community College Total	***176***	***183***	***179***	***188***	***7%***	***9%***	***9%***	***9%***	***10%***
Four Year Public Institutions									
Bowie	60	60	64	58	-3%	62%	63%	61%	58%
Coppin	59	62	68	78	32%	63%	64%	67%	71%
Frostburg	3	3	4	3	0%	1%	1%	2%	1%
Salisbury	7	9	10	10	43%	4%	5%	5%	5%
Towson	17	18	19	19	12%	4%	4%	4%	4%
UB	6	6	7	7	17%	4%	4%	5%	5%
UMB	18	19	22	32	78%	8%	9%	10%	6%
UMBC	21	21	21	19	-10%	7%	7%	6%	6%
UMCP	65	86	93	85	31%	5%	6%	6%	6%
UMES	25	27	35	41	64%	42%	42%	48%	50%
Morgan	138	142	135	110	-20%	63%	64%	65%	68%
St. Mary's	8	8	7	7	-13%	9%	9%	8%	8%
Four-Year Total	***427***	***461***	***485***	***469***	***10%***	***12%***	***13%***	***13%***	***12%***
Total	**603**	**644**	**664**	**657**	**9%**	**11%**	**12%**	**12%**	**11%**

Notes

(1) Baltimore County includes Catonsville, Dundalk and Essex

(2) Data for the public four-year institutions includes tenured and tenure track faculty

(3) Data excludes UMUC

Source: Maryland Higher Education Commission Employee Data System

BEST COPY AVAILABLE

Table A-8. African American Full-Time, Executive and Managerial Staff At Maryland Public Colleges and Universities By Campus: Fall 1994 to Fall 1997

	Number					Percent of Total Full-Time Executive and Managerial Staff			
Institution	1994	1995	1996	1997	% change 94-97	1994	1995	1996	1997
Community Colleges									
Allegany	0	0	0	0	n/a	0%	0%	0%	0%
Anne Arundel	5	5	4	4	-20%	13%	13%	10%	9%
Baltimore City	12	10	10	12	0%	57%	53%	53%	60%
Baltimore County	11	10	13	9	-18%	13%	12%	15%	11%
Carroll	1	0	2	0	-100%	4%	0%	5%	0%
Cecil	0	0	0	0	n/a	0%	0%	0%	0%
Charles	4	3	4	5	25%	13%	12%	13%	14%
Chesapeake	0	0	0	0	n/a	0%	0%	0%	0%
Frederick	0	0	0	0	n/a	0%	0%	0%	0%
Garrett	0	0	0	0	n/a	0%	0%	0%	0%
Hagerstown	0	0	0	0	n/a	0%	0%	0%	0%
Harford	3	3	2	2	-33%	13%	13%	18%	18%
Howard	5	5	3	3	-40%	21%	20%	14%	12%
Montgomery	4	4	4	4	0%	33%	27%	31%	29%
Prince George's	9	8	11	12	33%	26%	26%	33%	35%
Wor-Wic	0	0	0	0	n/a	0%	0%	0%	0%
Community College Total	***54***	***48***	***53***	***51***	***-6%***	***14%***	***12%***	***14%***	***14%***
Four Year Public Institutions									
Bowie	29	26	25	23	-21%	69%	68%	69%	72%
Coppin	31	28	29	26	-16%	91%	90%	91%	90%
Frostburg	3	3	3	3	0%	7%	7%	8%	8%
Salisbury	4	4	5	5	25%	5%	5%	6%	6%
Towson	3	3	3	3	0%	6%	6%	4%	4%
UB	3	5	3	3	0%	10%	15%	12%	12%
UMB	11	12	13	17	55%	9%	10%	10%	13%
UMBC	6	7	11	12	100%	11%	12%	16%	17%
UMCP	37	31	35	31	-16%	11%	13%	15%	13%
UMES	27	26	29	28	4%	77%	70%	69%	68%
UMUC	5	6	7	7	40%	5%	6%	7%	7%
Morgan	75	73	78	65	-13%	88%	87%	87%	84%
St. Mary's	3	3	3	2	-33%	7%	7%	7%	5%
Four-Year Total	***237***	***227***	***244***	***225***	***-5%***	***22%***	***24%***	***25%***	***23%***
Total	**291**	**275**	**297**	**276**	**-5%**	**20%**	**20%**	**21%**	**20%**

Note: Baltimore County includes Catonsville, Dundalk, and Essex.

Source: Maryland Higher Education Commission Employee Data System

BEST COPY AVAILABLE

APPENDIX B: REPORTING GUIDELINES

MARYLAND HIGHER EDUCATION COMMISSION
PROGRESS ON MINORITY ACHIEVEMENT
REPORTING GUIDELINES

Background

As part of the state's performance accountability process prior to 1996, Maryland's public colleges and universities had to develop a minority achievement plan and to submit annual progress reports to the Maryland Higher Education Commission. However, a new accountability system adopted by the Commission in 1996 gave the governing boards of the public campuses primary responsibility for monitoring minority achievement, although the Commission retained the option of seeking progress on this subject.

In approving the new process, the Commission requested that the Secretary of Higher Education work with the institutions to develop a formal reporting schedule for the submission of these status reports. Agreement was reached that the public campuses would supply the Commission with a report about their progress in the recruitment and retention of minority students, faculty and professional staff every three years. Since the last minority achievement report was in 1996, the public campuses will provide the Commission with an update of their activities in 1999, with successive reports submitted on a three-year cycle. The Secretary invited the public higher education segments to name representatives to an ad hoc committee to work with the Commission in establishing a common format for these reports.

The following guidelines represent the results of these efforts. The reports, which shall be due at the Commission on June 1, 1999, will have two parts. In Part I, the Commission staff will analyze trends in the indicators and benchmarks in the diversity area of the new performance accountability report that relate to minority achievement. This section should not exceed three pages. In Part II, institutions will discuss institutional activities associated with improving minority achievement. This section should not exceed three pages.

Part I. Analysis of Indicators and Benchmarks Related to Minority Achievement

The Commission staff will prepare a statewide analysis of four-year trends in the indicators in the diversity section of the new performance accountability report which relate to minority achievement. The staff will also examine the progress that individual institutions have made toward their benchmarks on each diversity measure and specifically cite those campuses which are falling significantly short of their goals, based on criteria to be established by the Commission staff. This section of the report will be sent to the public campuses no later than April 1, 1999. These are the current diversity indicators which would be included for all institutions, although some colleges and universities may have additional campus-specific measures:

All Public Campuses

- Percent African American of total undergraduate enrollment
- Percent all minorities of total undergraduate enrollment
- Percent African American of full-time, core faculty
- Percent African American of full-time executive/managerial staff

Four-Year Institutions Only

- Percent African American of total graduate/professional enrollment
- Percent all minorities of total graduate/professional enrollment
- Six-year graduation rate of African-American students
- Six-year graduation rate of all minority students

Community Colleges Only

- Four-Year success rates (graduation and transfer) of African American students
- Four-Year success rates (graduation and transfer) of all minority students

Part II: Institutional Actions and Activities Associated with Minority Achievement

All public campuses will prepare a succinct description of the *most* significant programs, activities and strategies they have adopted (or plan to adopt in the immediate future) to improve the recruitment, retention and graduation of minority students, particularly African Americans, and the recruitment and retention of minority faculty and professional staff. Emphasis should be given to those efforts which have already demonstrated success. Discussion of these activities should be organized on the basis of 1) enrollment, including programs aimed at recruiting minority students; 2) student retention and graduation, including efforts in the areas of academic advising, personal counseling, remedial education, and extracurricular programming; and 3) faculty and staff, including recruitment and professional development. There is no expectation that institutions will include actions from all of the three areas.

Those institutions which were identified as having made insufficient progress toward achieving one or more diversity benchmarks will report on the actions they have taken or plan to take to address the situation.

The Commission will convene a statewide conference for the purpose of highlighting a selection of the most successful programs, activities, and strategies identified in the minority achievement report.